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ABSTRACT

Over a 6-month period, a four-man team from the University evaluated the first year of Project APT (Applying Partnerships to Teaching) sponsored by the Hartford College Counseling Center (HCCC). Objectives of Project APT were 1) to find and develop a new source of locally available, quality teaching talent by recruiting, counseling, and placing mature, college-graduated women for continuing part-time teaching positions in the greater Hartford area, and 2) to carry out on a full scale and with real impact the pilot program in partnership teaching now in its demonstration phase aimed at developing two kinds of part-time teaching: partnership teaching in which two part-time teachers fill one full-time job and regular part-time teaching assignments. Evaluation consisted of meetings with project directors; questionnaires distributed to all teacher participants in the program, a sample of teacher colleagues of partnership teachers, and a sample of parents; and interviews with all part-time teachers, principals, partnership teachers, and a sample of children. The overall conclusion was that Project APT is a successful, important program which should be continued. (Included are recommendations to HCCC; description of the partnership arrangements; counseling, pre- and in-service training, and attitudes of participants; profile of partnership teachers; and questionnaires.) (JS)

ED043562

TAPPING HUMAN RESOURCES OF THE COMMUNITY FOR SCHOOLS: APPLYING PARTNERSHIPS TO TEACHING

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April 30, 1970 PD

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Introduction

Project APT (Applying Partnerships to Teaching) is sponsored by the Hartford College Counseling Center (HCCC). The HCCC received $15,000 of a $25,000 request for funds for first year operation under the Education Professions Development Act. This request for funds was submitted by Dr. Medill Bair, Superintendent of Schools, Hartford, Connecticut.

As indicated in the proposal for funds, the objectives of Project APT are:

1. To find and develop a new source of locally available, quality teaching talent by recruiting, counseling and placing mature, college-graduated women for continuing part-time teaching positions in the greater Hartford area. Potential teachers Project APT will recruit: (a) former teachers who have left teaching because of family responsibilities, (b) teachers trained some years ago but never taught, (c) college graduates (non-teacher preparation) interested in becoming teachers.

2. To carry out on a full scale and with real impact the pilot program in partnership teaching now in its demonstration phase under Hartford College Counseling Center, aimed at developing two kinds of part-time teaching: (a) Partnership Teaching, which pairs two part-time teachers to fill what would ordinarily be a full-time job, (b) continuing part-time teaching assignments which are occurring with growing frequency because of increasing mobility of city population; increasing need for special services; requirement for kindergarten in all school systems; contracts with teachers' associations limiting class size to 25; use of multiple instructional area.

The procedures under Project APT will follow to reach these objectives are also included in the original proposal.

Continue and expand cooperation with Hartford College Counseling Center and with area colleges and universities and school systems to:

1. Recruit college graduates with wide cultural background and strong commitment.

2. Expand the current placement record of 1/3 placed in Hartford city schools by screening all candidates for an interest and ability in inner-city teaching, and by providing in-service training in inner-city classrooms to interested candidates.

3. Counsel and refer college graduates who wish to embark on teacher preparation studies as to programs available in area colleges and universities, and recommend to them fields of greatest teacher shortage.

4. Update teachers some years out of the classroom and others considering entering teaching by means of orientation programs, workshops and in-service training.

5. Develop an evaluation.

To become better acquainted with the Project APT, the evaluation team met and corresponded with Hartford College Counseling Center, attended an APT workshop (November 8, 1969), visited a partnership in the schools, and interviewed a principal of a school in which a partnership was operating. From November, 1969, through April, 1970, the evaluation team interviewed approximately one hundred people, including teacher partners, principals of teacher-partners, and children in partnership classrooms.

In addition to the personal interviews, questionnaires were used to assess the program from the viewpoint of: part-time teachers, colleagues of teacher-partners, and parents of children in partnership classrooms.

The major point considered in this evaluation was how well the HCCC is doing the job it said it would do in the application for the EPDA funds. In other words, is the HCCC activity worth

the $15,000 that EPDA allotted HCCC in its first seven months of operation?

It should be noted that the evaluation team made no effort to assess the strengths or weaknesses of individual teacher participants in the program.

This report is based on: 1) a careful review of the APT proposal; 2) meetings between the evaluation team and the project directors; 3) questionnaires distributed to all teacher participants in the program; 4) questionnaires distributed to a sample of teacher colleagues of partnership teachers; 5) questionnaires distributed to a sample of parents of children in the program; 6) personal interviews with all partnership teachers; 7) personal interviews with principals of partnership teachers; and 8) group interviews with a sample of children in partnership classrooms.

Partnership Arrangements

The Evaluation Team found that it was an easy job to identify typical part-time teaching arrangements. The information provided by HCCC indicated that part-time teachers did not have partners, that is, they were hired to fill a need for staff primarily in secondary schools where the time and talents of the teachers could fit into departmental arrangements.

Identifying typical partnership arrangements became a more difficult task because of the variety of partnership arrangements. A few examples of these arrangements might make this point more clear.

1) Partnership A is located in grade three of a suburban Hartford public school. The morning teacher plans for, and works with, children in the curriculum areas of reading and language arts. The afternoon teacher, working with the same group of children, is concerned with social studies, math, and science instruction.

2) Partnerships B and C, located in a sixth grade of a suburban Hartford school, are members of a teaching team of what ordinarily would be made up of three teachers. One partner in each pair is a morning teacher and the other partner of each pair is an afternoon teacher. One full-time teacher completes the teaching team. Both of these partnerships work with different groups of children, but work in the language arts-reading and social studies curriculum areas. The fifth and full-time faculty member works with all the children on the team in ~~math and science~~ L.A. and Soc. Studies.

3) Partnership D is designated as an elementary public school remedial reading partnership. Located in a small town in the greater Hartford area, partnership D fills one teaching position but in two schools on different days. One teacher is hired 2/5 time and one 3/5 time. This partnership deals with children on different days in two schools. Although the

partner hired for 2/5 time is officially designated to be in the school two days per week, the partner has arranged to spread her time over three days. She still works only 2/5 of a school week.

4) Partnership E is located in an inner-city Hartford parochial school in a program designated as an Archdiocesan Learning Center which operates with Title I funds. This partnership has two partners (only one of which was placed by HCCC) who also work on a 3/5, 2/5 time arrangement. The partners work with the same six groups of "disadvantaged" children in grades one through six who come to the learning center five days a week for forty minute periods. A full-time teacher aide works with all of the groups of children and with both partners for the entire week.

5) Partnership F is also located in an inner city Hartford parochial school and works with "disadvantaged" children under Title I arrangements. Designated as an Archdiocesan Learning Center facility, this partnership works on an AM, PM, basis, shares the same room, but not the same groups of children.

6) Partnership G is located in the sixth grade of a rural Hartford town and is comprised of a half-time teacher and the school principal who, obviously, is a teaching principal. The part-time teacher, although hired half-time, arranges her schedule to complement

that of the school principal. Other teachers also regularly work with the same group of children in what has been described as a semi-departmentalized organization.

7) Partnership H is located in a kindergarten of a Hartford Public School. This partnership has an AM teacher who works with the morning kindergarten children. The PM partner works with a different group of children in the afternoon.

Partnership Teachers

One soon learns that describing a partnership as typical is a difficult task because of all the variations that have been noted. Just as difficult is trying to typify a partnership teacher.

The typical partnership teacher in this study seems to have the following characteristics: originally prepared as a major in education; holds a bachelor's degree; has had 10 1/2 years teaching experience; has taught as recently as 6 1/2 years ago; has substituted in the last five year period; sought placement through HCCC; has two children for whom babysitting is not necessary; is teaching because she wants to teach; and is at least temporarily certifiable under Connecticut certification regulations.

As indicated in the accompanying chart, some of the teachers in this study reported that they sought placement for their positions on their own initiative, and not through

Hartford College Counseling Center. This fact does not preclude any involvement by HCCC in these placements. In some cases one of the partners may have been suggested originally by HCCC while the other was placed by the school system. This "other partner" may have been sought by the school district or the individual may have initiated contact. In some cases, however, the two individuals, after hearing about Project APT, sought placement on their own as a partnership. As the partners were being interviewed for this evaluation, it was obvious that HCCC had minimal contact with some of the partners whom the Counseling Service takes credit for placing. Apparently, hiring officials gave "credit" to HCCC for a placement even though the prospective teachers had had little or no contact with HCCC. In these cases, however, the idea of partnership teaching had been so well publicized by HCCC that the availability of part-time placements was made known through HCCC. In all cases, the APT Program directors had made contact with the school districts and hiring officials referred the candidates to HCCC for counseling and pre-service training. Thus it is not unreasonable for HCCC to claim "credit" for the placement.

TABLE 1

PROFILE OF PARTNERSHIP TEACHERS

	Percent		Number
Original Preparation		Family Background (inactual figures)	
Liberal Arts majors	32		
Education majors	64	Married	21
Other	4	Divorced	1
		Number of Children	48
Level of Preparation		Baby-sitting necessary for	2
Associate Degree	5	Who baby-sits	
Bachelor's Degree	57	Resident Grandma	1
Master's Degree of above	38	Husband	1
		Reason for working	
Substituted in last five years	89	Didn't like substituting	7
		Teacher shortage	1
Belong to "Professional Organizations"	45	Self-fulfillment (enjoy teaching)	14
Sought Placement		Average years of previous teaching	
Through HCCC	59	experience (range	4
By school officials	6	from 0 to 11 years)	~~10~~ 1/2
Own initiative	36		
		Average years since last regular teaching assignment (range from o to 18 years)	6 1/2

Counseling

In trying to assess the quality of the counseling that was afforded the partners who are currently teaching, one has to keep in mind that the people who have been placed are those that were immediately employable by virtue of acceptable credentials.

Therefore, they required, and got, less "counseling" from HCCC. The people who have applied to HCCC and who are not immediately employable are the ones who derive full benefit of counseling as they seek to become certifiable under existing regulations.

In order to make this point clear, HCCC has, in addition to the twenty-two partners discussed in this report, twenty-seven part-time teachers, and 263 candidates for teaching positions. Of the 263 candidates, 123 are "active" candidates. It can be assumed, then, that at least the 123 are enjoying the counsel of HCCC as they seek employment. This counseling includes advice on personal preparation for teaching and professional preparation, e.g., taking courses at area colleges. Many of the 140 inactive candidates may also be enjoying the benefits of counseling. Some of this number are presumably inactive because they are busy preparing to become certifiable.

In regard to pre-service counseling, the partnership teachers were asked to tell from whom they received counseling just prior to beginning their present teaching assignment. Responses to the following categories indicated that:

5 received counseling from HCCC

7 received counseling from school administrative personnel

1 received counseling from both of the above

11 received no counseling

The intent of the question was to ascertain if HCCC conducted a "follow up"of placements with sessions in which the candidate could receive advice about their new teaching assignment. Even though it would appear that HCCC counseling

responsibilities were completed once the candidate was hired, six of the candidates had contact with the HCCC and received advice from HCCC.

Pre-service and In-service Training

One of the goals of HCCC was to provide participants with pre-service and in-service training opportunities that would be helpful to them in their new classroom situations. Of the twenty-two partnership teachers interviewed, eleven had attended at least one training session and eleven had not attended any sessions.

Of those attending the training sessions, nine reported that these meetings were "valuable" while two indicated that the meetings were of "no value". The two very negative responses indicated that the workshop sessions were enjoyable as social functions, but did not contribute to the professional growth of the participants.

Many of the people who indicated that they had not attended any of the training workshops were of the opinion that they were educated as teachers, had had teaching experience, and therefore felt that such training sessions would not be of value to them.

The goal of HCCC in regard to the training opportunities that they sponsored was (1) to acquaint prospective teachers with the schools (primarily the Hartford inner-city schools), and 2) to acquaint prospective and employed teacher-partners with the opportunities and problems inherent in partnership teaching.

The literature of HCCC indicates that four training sessions have been held, three of which were held prior to the beginning of the present grant period.

a) January, 1968.

A one-day workshop was held for all APT participants. This was an informational, inspirational type meeting.

b) Spring, 1968.

Arrangements were made for candidates to visit inner-city classrooms on a half-day basis for a two week period. The purpose of the visitations was to help prospective teachers get acquainted with the schools in which they might be teaching.

c) Fall, 1968.

Similar arrangements were made for candidates to visit inner-city classrooms on a half-day basis for a three week period.

d) November, 1969.

A one day workshop was held for all APT participants. This was an informational-inspirational type meeting. At this time a series of guidelines for part-time and partnership teachers was drawn up.

Partnership teachers were asked to indicate statements that described the pre-service instruction received prior to the beginning of the present teaching assignment. The following responses were noted: (respondents could indicate more than one choice, as necessary).

3 Pre-service instruction was provided by HCCC.

5 Pre-service instruction was provided by the school district for all teachers.

7 Pre-service instruction was provided for me by school administrative personnel.

1 Pre-service instruction was provided by an elementary school supervisor.

7 Pre-service instruction was not provided.

It would appear that many of the school districts thought that the partner teachers required no special instruction and allowed the teachers to begin teaching with only the "usual" pre-school meetings attended by all teachers. Many of the school districts did provide some kind of orientation for the partners as indicated above. It is also evident that many of the teachers began teaching in the partnership arrangement without any special kind of pre-service instruction.

The in-service instruction of new teachers should be the responsibility of the school district. But it is evident that many of the school districts thought that no special programs were necessary for the partner-teachers. This fact is shown below:

5 In-service instruction was provided by the school district for all teachers.

5 In-service instruction was provided for me by the administrative personnel of my school.

5 In-service instruction was provided for me by the elementary supervisor.

10 In-service instruction has not been provided.

Of course, this may indicate a lack of adequate in-service programs for the regular teaching staff.

Attitudes of School Principals Toward Partnership Teaching

In order to determine how the school principals perceived the arrangement of partnership teaching, each of seven principals who had one or more partnerships housed in their

buildings was interviewed. These interviews had two purposes: (1) to determine the general arrangements for partnership teaching within the schools and (2) to seek answers to questions that had to do with the functioning of the partnership in the school setting.

The questions and the categorical responses of the principals are given below. During the interviews at which these questionnaires were used, the principals were asked to elaborate on the answers. The conversation was tape recorded and these tapes provided the information for the discussion that follows.

It should be noted that two of the principals were new on the job and one was a principal from out-of-state who was taking part in a one-year exchange program with the local principal. Because of these circumstances and because some of the principals preferred not to respond to some of the questions, the number of responses may not coincide with the number of people interviewed.

TABLE 2

QUESTIONS ASKED OF PRINCIPALS AND SUMMARY OF RESPONSES

The evaluation team from the Educational Resources and Development Center would like your answers to the following questions:

A. General Arrangements

1. Did you supervise a partnership arrangement last year?

Yes 1 No 4

2. Were you instrumental in the selection and placement of the partners?

Yes 5 No 2

3. Was the counseling center of Hartford College for Women instrumental in the selection and placement of the partners?

Yes 4 No 3

4. Did the counseling center provide partners with an adequate orientation into teaching?

Yes 4 No 3

5. Did the counseling center assist materially with the first days on the job?

Yes No 2

B. Specific Concerns: (Extension of these remarks will be sought in the interview)

1. So far as pupil growth is concerned has partnership teaching been satisfactory?

Yes 7 No

2. Have the strengths of one teacher complemented those of others?

Yes 7 No

3. Have parental reactions been such that you would consider dropping the program another year?

Yes No 7

4. Do partners seem to resent the "overtime" which must of necessity go into their planning together?

Yes No 7

5. Do both partners show initiative in increased ability to "grow on the job", for example, taking advantage of local in-service opportunities?

Yes 6 No 1

6. Do both partners demonstrate a love for and understanding of the children they teach?

Yes 7 No

7. Do both partners exhibit enthusiasm and do they participate in the total school program as expected of full time teachers?

Yes 6 No 1

8. Do the partners participate in curriculum planning, P.T.A. activities and such?

Yes 7 No

9. Does partnership teaching take more of your time in supervision, scheduling, etc?

Yes 2 No 5

10. Have partners been encouraged to get more education relevant to their present position?

Yes 4 No 3

List briefly any dangers inherent in the continuation of such arrangements.

The principals covering the partnerships studied agreed completely that as far as pupil growth is concerned, partnership teaching has been satisfactory. These men all agreed, too, that the partners seemed to be well-placed in terms of the strengths of one teacher complementing the strengths of the other.

The principals reported not a single adverse parent reaction to the arrangements. All of the administrators agreed that partners must spend extra time planning together, but that the teachers did not seem to resent this aspect of their situation.

Two principals who administered partnerships on the third grade level indicated that children in grade three may be too young to function well in the partnership setting. Even at this level, however, both of these men indicated that they would continue the partnership. All of the principals were in favor of continuing the partnerships within their schools.

Apparently the teachers in partnership teaching are anxious to continue to gain skill and knowledge. Principals indicated that 80% of their partnership teachers were either taking courses or planned to continue their education during the summer.

It was brought out in the interviews that afternoon partners were more involved in curriculum work and in the total life of the school than were their morning counterparts.

This phenomena seemed to show that the teacher's choice of AM or PM employment is rather inflexible. Morning teachers do not tend to return in the afternoon for curriculum or faculty meetings.

Two principals felt that the afternoon teachers tended to become better acquainted with the other teachers and to take part in social functions, etc. This may be because many AM teachers leave school before lunch while many PM teachers tend to arrive at school before lunch. PM teachers tend to become more involved with parents and children due to the teacher's availability after school hours. It was stated that both teachers cannot be equally involved in the life of the school, but faculty seems to resent the fact that part-time teachers do not do their share of bus and lunch duty.

One principal stated that he felt most of his colleagues would settle for a good pair of partners as opposed to inexperienced teachers or those who do not meet certification requirements.

Attitudes of Students Toward Partnership Teaching

Information was sought from students who worked closely with teaching partners. With the aid of a questionnaire, information was retrieved from two sections of students in grade 2, one section of students in grade 3, and one section of students in grade 4. The questionnaire was administered en masse to each of the four sections. All students responded

to the questionnaire satisfactorily. All responses were deemed usable. A total of 102 students responded to the questionnaire. The following page has a table of all responses.

There were no significant differences in responses of students in grades 2, 3, and 4. A summary of their responses follows:

1. More than four out of five students felt that they learned more with two teachers than with one.

2. Almost four out of five students indicated that they were more interested in school this year than last year.

3. About half of the students expressed that they were aware of both teachers planning lessons cooperatively. (However, at least a third were not aware of their lessons being cooperatively planned.)

4. Nine out of ten felt lucky to have had two teachers rather than one.

5. More than nine out of ten indicated that they would rather not be in another classroom with only one teacher.

TABLE 3

QUESTIONS ASKED OF STUDENTS AND SUMMARY OF RESPONSES

Question	School #1 N = 27			School #2 N = 26			School #3 N = 24			School #4 N = 25			All Students N = 102		
	yes	no	don't know	yes	no	don't know	yes	no	don't know	yes	no	don't know	yes	no	don't know
1. Do you think you learn more with two teachers than with one?	24	2	1	21	2	3	17	4	3	21	4	0	83	12	7
2. Do you think you are more interested in school this year than last year?	21	6		20	6		19	5		19	6		79	23	
3. Do you think that both of your teachers work together in planning your lessons?	14	1	12	18	1	7	13	3	8	5	11	9	50	16	36

TABLE 3 (Continued)

Question	School #1 N = 27			School #2 N = 26			School #3 N = 24			School #4 N = 25			All Students N = 102		
	yes	no	don't know	yes	no	don't know	yes	no	don't know	yes	no	don't know	yes	no	don't know
4. Do you feel you are lucky to have two teachers rather than one?	25	2		25	1		21	3		20	5		91	11	
5. Do both of your teachers expect you to follow classroom rules in the same way?	20	7		22	4		19	5		17	8		78	24	
6. Would you rather be in another classroom with only one teacher?	3	24		0	26		3	21		3	22		9	93	

Attitudes of Parents Toward Partnership Teaching

Information was sought from parents of students who were personally involved with partnership teachers. With the aid of a questionnaire, information was retrieved from these parents. One-hundred-one questionnaires were mailed and thirty-four were returned. All parents responded to the questionnaire satisfactorily. All responses were deemed usable. Voluntary comments placed on the questionnaire are included in this report.

A summary of parent judgements follows:

1. About three out of seven parent respondents believe that their child learned more with two teachers than with one.

2. While 2 out of five parents believe that their child was more interested in school this year, half of the parents believe the interest was about the same as last year.

3. Just under half of the parents reported that there was more discussion of school events this year than last year. About the same proportion of the parents indicated that discussions were about the same as last year.

4. Nearly two-thirds of the parents expressed that their child was challenged to a greater extent this year than last year.

TABLE 4

QUESTIONS ASKED OF PARENTS AND SUMMARY OF RESPONSES

Question	Responses				
	Yes	No	About the Same	Don't Know	No Response
1. Do you think your child learns more with two teachers than with one?	15	4	8	6	1
2. Do you think your child is more interested in school this year than last year?	13	3	17	0	1
3. Does your child discuss school events and activities at home more this year than last year?	16	3	15	0	0
4. Do you feel that your child is challenged to learn more this year than last year?	22	4	4	4	0

Voluntary Responses to Question No. 1

His last year's teacher was very good and he liked her but he is very unhappy with one of the partnership teachers (personality) and he now hates school. He was a poor student last year and a failing one this year.

He has developed a great deal in adjusting to two different personalities--has developed self-confidence.

My child had several weak areas which I know existed since he began school. These areas have been noted this year and he has received additional help which has resulted in improvement.

I think two teachers is a good idea because the child is exposed to more than one personality which may aid her development. What one teacher misses the other may recognize, etc. Teachers are also not over-tired from full day with class.

In my son's case, yes,---being a very bright child, he has special classes to carry his knowledge ahead.

It is very hard to compare because my daughter had a teacher last year that could not hold class interest or teach. I feel she has learned a great deal this year.

Our son has made remarkable progress and is excited about having two teachers and different experiences.

Her marks have improved, probably because she likes school better this year.

The teachers are very good, but I feel just so much learning is done in one day.

Compared to what my son learned in 3rd grade, she has learned more.

She made one remark at the beginning of the year which might interest you...."Just as you begin to get tired of one teacher another one comes and the day seems so short".

Voluntary Responses to Question No. 2

He is reading at home in various interest areas and doing science experiments at home.

I don't think my child is any more interested in school this year. But he is much more relaxed about going to school even when he knows he is faced with work he may not be too sure of.

My daughter feels privileged to have two separate teachers this year. I think it has stimulated her interest in school.

Yes, but this could be due to his developmental stage as well as the fact that he was in an accelerated third grade class last year, and should not have been, as he was too immature emotionally.

She has always liked school but with two teachers there seems to be more for her to look forward to.

We feel two teachers can present two sets of different interesting ideas and children can have a wider range of activities which can be beneficial to all types of students...the artistic, the musical, the mechanical mind.

He was more interested and more confident.

Voluntary Responses to Question No. 3

Yes, especially in science and math. He is asking questions more and is excited about his work.

Each teacher seems to have projects that my son enjoys and discusses fully.

She is not able to complete everything which has been given her. She has a complex about bringing home her work.

He talks about class activities and seems to have more confidence.

He's a boy and they talk very little about school work.

Yes, because if one teacher doesn't have something interesting going, the other one does.

Voluntary Responses to Question No. 4

He appears to be constantly challenged in all areas. He would rather be in school than on vacation. He has been less mischievous in class.

This is my fourth child in school and the first to be taught under this particular manner. I definitely feel it is advantageous to my child.

No, but no fault of teachers,--an especially difficult, unruly class.

Definitely! Luckily, my son's two teachers forsaw that he became bored if he didn't have enough work. Consequently, they have each given him more challenging work which he loves.

Perhaps not so much challenged as given the opportunity of exposure to two viewpoints.

Definitely more challenged.

Her teachers give assignments that require a little research on her part and we feel this is very good. It seems to make her feel good knowing she is doing something important.

Additional Comments

I am strongly in favor of partnership teaching. If there should be a "personality conflict" between a teacher and pupil, then I feel it is mutually beneficial that they only have to spend a half day together. Also, because the teacher is only working a half day, she might approach her position with more vigor and enthusiasm than when working a full day.

Being the Director of a Nursery School, I am keenly interested in the field of education and child development. Therefore, I would like to add that I have deeply appreciated the posture my son's two teachers have taken vis-a-vis the child. They have approached each child as an individual, thus improving their self-image and enjoyment of school.

When school started in September my husband and I were a little leery of her having two teachers but as the school year comes to an end we are very pleased.

Attitudes of Colleagues of Teacher-Partners Toward Partnership Teaching

How do other teachers react to having part-time people fill what ordinarily would be a full-time position? Does partnership teaching have some built-in factors that mitigate against successful teaching on a partnership basis? Do any feelings about the partnerships work for or against an effective school program?

A series of three questions was developed to explore how the colleagues of teacher-partners feel about partnership teaching. Ten teacher-colleagues in six different communities were asked to respond to the following questions.

1. What do you feel are the advantages of partnership teaching:
   a) to the teachers involved?
   b) to the students involved?

2. What do you feel are the disadvantages of partnership teaching:
   a) to the teachers involved?
   b) to the students involved?

3. How would you characterize the contribution of the partnership teachers in your school?

As might be expected, there were a variety of answers. These reactions are summarized below.

1. Advantages of partnership teaching:

   a) to teachers

      1) can do a variety of jobs within the school
      2) can make use of varying talents and interests
      3) can team experienced teacher with inexperienced
      4) can team creative teacher with non-creative teacher
      5) have fewer preparations - can prepare better for these
      6) can take work load off regular teachers, but no advantage otherwise
      7) can share ideas, methods, materials, etc.
      8) can present many approaches to skills to be taught
      9) have time to take courses and prepare for permanent certificate
      10) are able to teach strongest subjects

   b) to students

      1) have new personality to whom to relate
      2) have teacher who is specialist in field
      3) can meet with more adults
      4) have well-prepared lessons
      5) have more variety, less boredom
      6) have opportunity to have different teacher, especially in case of a "personality conflict"

2. Disadvantages of partnership teaching:

   a) to teachers

      1) do not see enough of other teachers
      2) are compared by other teachers, children and parents
      3) are not around for consultation, meetings, etc.
      4) receive less pay
      5) must adhere to strict schedule
      6) may be involved in personality clashes with partner
      7) may feel like part-time member of staff
      8) have lack of space to keep materials, etc.
      9) possible basic disagreement on how to establish discipline and handle children
      10) possible lack of uniform rules and regulations
      11) must rely on each other for communications because both may not attend meetings, etc.
      12) other teachers have more extra duties if partners have none.

b) to children

1) one teaching partner could control class, one could not
2) some children don't adjust to more than one personality
3) teachers are not always around for consultation
4) there may be lack of communication among partners and children
5) personality clashes between partners may be detrimental to children
6) part-time teachers don't get to know children as well

3. How would you characterize the contribution of the partnership teachers in your school?

1) one teacher doing an excellent job
2) takes time to adjust to each other, etc.
3) have contributed much in their special areas
4) fair contribution - teachers do not devote enough time to school activities
5) two fine personalities who are very much a part of the staff
6) partnership teaching in our school has been an asset - the children find it helpful and there have been few problems
7) it seems to be working well
8) excellent - they seem to be more enthusiastic and energetic than the full-time teachers - overly conscientious - discussions more intense - analytical - including methods, planning, analyzing problems of individual students
9) significant - partners are all well qualified and competent people whose valuable contribution might not be possible without partnership teaching
10) fortunate in having two fine, conscientious teachers involved in the partnership - each gives more time than is actually required.

Part-time Teachers

This evaluation is only peripherally concerned with the part-time teaching aspect of Project APT. Because some of HCCC's time and effort has been expended in this phase of the project, questionnaires were sent to the part-time teachers.

The results of that instrument are discussed in this section.

Although teaching is a part-time activity for all of the individuals who participate in Project APT, the sponsoring institution has made a distinction between partnership and part-time teaching. The distinction seems to be based on whether or not a teacher has a co-worker who teaches a certain portion of the day or week so that the two people fill what ordinarily would be a full-time position. A part-time teacher is regarded to have no partner, but works part-time to provide some service to the school district.

These part-time positions are typically found in junior or senior high schools where departmental organizations allow a part-time teacher to meet a certain number of classes per day or week. These part-time teachers are usually subject-matter specialists and teach classes in home economics, English, foreign languages, mathematics, etc.

A full breakdown of the part-time teaching assignments appears below.

TABLE 5

PART TIME TEACHING ASSIGNMENTS

Area of Teaching	Public Schools in Htfd	Public Schools in G.Htfd	Non-Public in Htfd	Non-Public in G.Htfd
Head Start	-	1	-	-
Kindergarten	1	3	-	-
Art	4	1	-	-
Foreign Language	-	1	-	1
English	-	0	-	2
Biology	1	-	-	1
Social Studies	-	-	-	2
Math	1	-	-	-
Business Ed	-	1	-	-
Home Economics	-	1	-	-
Physical Education	-	1	-	-
Remedial Reading	-	1	-	-
Handicapped	1	-	-	-
Hearing Loss	1	-	-	-
Primary Grades	1	-	-	-
Title I Learning Center	-	-	1	-
Totals	10	10	1	6

Seventeen of the twenty-seven part-time teachers placed by Project APT responded to the request for information. The intent of the questions was to determine: what involvement HCCC had with the placement of the respondents in their present positions; what was the level and area of preparation of the part-time teachers; what counseling and training was available prior to beginning teaching; what counseling and training was available during beginning teaching experiences.

TABLE 6

QUESTIONS ASKED OF PART-TIME TEACHERS AND SUMMARY OF RESPONSES

1. Which of the following best describes the manner in which you were placed in your present teaching assignment? (Check one)

   14 I was recommended by Hartford College Counseling Center.

   1 I was sought by a school administrator.

   4 I sought placement for a teaching assignment on my own initiative.

2. Which of the following best describes the reason for accepting a part-time teaching arrangement? (check one)

   5 I preferred a regular half-time teaching assignment rather than an irregular substitute teaching arrangement.

   ___ There was a shortage of teachers and I wanted to put my professional preparation to use.

   13 I enjoy teaching but for some reason or other cannot accept a full-time assignment.

3. Which of the following best describes the nature of your original professional preparation? (Check one)

   5 Liberal arts major.

   6 Education major.

   6 Other_____(Please specify)

4. Which of the following best describes the pre-service instruction you received just prior to the beginning of your present teaching assignment? (Check more than one as necessary)

   1 Pre-service instruction was provided by Hartford College Counseling Center.

   1 Pre-service instruction was provided by the school district for all teachers.

5 Pre-service instruction was provided for me by school administrative personnel.

2 Pre-service instruction was provided by an elementary school supervisor.

7 Pre-service instruction was not provided.

5. Which of the following best describes the in-service instruction you have received since the beginning of your present teaching assignment? (Check more than one as necessary)

2 In-service instruction was provided by the school district for all teachers.

4 In-service instruction was provided for me by the administrative personnel of my school.

1 In-service instruction was provided for me by the elementary supervisor.

7 In-service instruction has not been provided.

6. Which of the following best describes the level of your professional preparation? (Check one)

____ Associate Degree.

11 Bachelor's Degree.

5 Master's Degree.

1 Sixth Year Degree, Diploma, or Certificate.

7. Which of the following best describes the counseling you received just prior to beginning your present teaching assignment? (Check one)

3 Received counseling from Hartford College Counseling Center.

2 Received counseling from administrative personnel of your school.

3 Received counseling from both of the above.

9 Received no counseling.

8. Do you teach in the school district in which you live? (Circle one)

Yes 4 No 13

9. Do you feel that you give more than half-time to your part-time teaching? (Circle one)

Yes 15 No 2

10. Is your family in favor of your part-time teaching? (Circle one)

Yes 17 No

11. Were you aware that there would be considerable out-of-class activities such as P.T.A. meetings and curriculum planning meetings? (Circle one)

Yes 15 No 2

12. Do you feel that you have adequate time for your teaching while you are also concerned with family or other out-of-school responsibilities? (Circle one)

Yes 15 No 2

13. Do you feel that other members of the faculty at your school accept you as a professional person? (Circle one)

Yes 16 No

14. Which of the following best describes the contractual agreement that you have with your school district? (Check one)

__5__ continuing.

__2__ temporary.

__6__ terminal.

__4__ I don't know.

To help interpret some of the responses to the questionnaire, many part-time teachers added comments that might be helpful in determining their attitude toward the program. Some of these comments follow:

Question 1.

a) Although the teacher found her job through her own efforts, she adds, "also went on several interviews through HCCC."

b) "HCCC aided me in finding a position on the secondary level . . . Through the efforts of my professors, (where she is taking courses) and my own initiative, a part-time teaching position was also obtained at the Hartford Branch of the University of Connecticut."

Question 2.

a) "Also work so I could go back to school to obtain permanent certification as well as experience on the job."

Question 3.

a) Areas of specialization include physics, social sciences, fine arts, science, Spanish, art.

Question 4.

a) Pre-service instruction was provided for me by school administrative personnel "but only for orientation to school policies."

b) "I feel that, if possible, pre-service instruction should be given to new teachers referring to their specific job assignments. It would greatly help to alleviate 'new teacher apprehension' and would allow for better planning prior to beginning classroom work."

c) Pre-service instruction was not provided "as I had over seven full years of teaching experience and two and a half years of substituting and special projects."

d) Pre-service instruction was provided by HCCC"but I was unable to attend."

Question 5.

a) In-service instruction has not been provided, "but the other kindergarten teacher has been very helpful."

b) "I was given opportunity to observe other teaching."

Question 9.

a) "Any extra time that I give is because I want to improve my program, not because of pressure from school administrators."

b) "If I were on full time I would not have been able to afford the luxury of almost continuous preparation necessary to initiate new and meaningful programs for my students."

Question 14.

a) Contractual agreement is terminal---"and I don't like it. I cannot work towards tenure. I have no guarantee of a job regardless of how well I do my job or how much time I put in."

b) "This is a private school and employment depends on enrollment."

c) I don't know---"As I am under Title I funds everything is uncertain. I was assured a full-time position as a regular classroom teacher could be available if I wanted it."

Miscellaneous Comments

a) "I teach part-time, but do not have a partner. I am enthused about partnership teaching, however, and HCCC is efficient, cooperative - and just plain marvelous."

b) "I am very much in favor of this kind of program and definitely feel the schools are well-serviced by such a part-time program."

Conclusion

Two important questions regarding counseling and placement of candidates by HCCC have yet to be discussed. Question number 16 of the questionnaire for teacher partners indicated that all of the partners felt that they had been well-placed in terms of complementing the personality, skills, interests, attitudes, and abilities of their partners. Nineteen of the

twenty-two indicated that they were well-placed in terms of proximity of home to their job. Communication between most of the partners (eighteen of twenty-two) is facilitated by close proximity to each other's homes. Phone calls and visits to communicate about the job seem to have been taken into consideration as the partners were placed in their assignments.

The other question, asked during the interviews, was: Do you feel that you were well-advised by HCCC about the problems, opportunities, etc., that you would have in accepting the job opportunity made available through HCCC. Answers ranged from very specific to general and are summarized below:

a) HCCC was understanding, available at all times, always willing to answer questions, very conscientious, good at providing leads, conscious of my transportation problems . . .

b) ...would never have known about the job without HCCC. I give them all the credit for my position, fits my needs to perfection, perfect relationship...

c) HCCC did a perfect job of matching us up age-wise, family responsibilities, years of teaching...

d) we both recommend HCCC and partnership teaching to all our friends; lots of people seem interested...

e) we didn't meet until we got to the school, but we were both placed by HCCC.

f) I didn't know (partner) until we met at the first day, HCCC did a perfect job at matching us up.

g) HCCC did not place me here, but I can see that they are doing a good job.

h) This is a good opportunity, beneficial to me and to the children. I'm very enthusiastic about the HCCC program. We were paired off very well - HCCC put a lot into getting us together.

i) HCCC screens people very carefully.

j) I can't speak highly enough for the counseling service. I was placed in just what I needed. We were matched up very well.

k) neither of us was placed by HCCC, but we heard of the possibility for partnership teaching through the program.

The question, is Hartford College Counseling Center performin a significant function through Project APT? should be answered directly. From the vantage point that the evaluation team has attained through this study, the answer is "yes".

We have found school principals, teacher-partners, parents, children, colleagues of partners, and part-time teachers very positive and enthusiastic about the APT program. Taking this positive feeling into consideration, the evaluation team makes the following recommendations.

Recommendations

1) HCCC should confine itself to counseling services for the candidates and not be concerned with pre-service or in-service instruction activities. This recommendation is based on the fact that most of the current participants in Project APT are experienced teachers who, apparently, are not in need of

this type of instruction by an outside agency. The school districts that hire the candidates should be responsible for this kind of education of their own teachers. (The school districts will hire the best candidates they can find, either full or part-time. These candidates will be those who seem to require the least amount of instruction or supervision of any kind.)

2. HCCC should continue to encourage successful part-time or partnership teachers to consider accepting full-time teaching positions. It appears that the school officials are interested in securing in permanent positions, the services of mature, experienced teachers who are likely to remain on the job for an extended period of time. These teachers have the following characteristics in their favor:

a) many are the wives of men who are settled in their own job situations and are less likely to move because of job commitments.

b) many have raised their families, have children of school age and beyond, and apparently do not plan to have more children. Thus, their teaching is less likely to be interrupted by maternity leaves, etc.

3. HCCC should continue to hold workshops for new part-time and partnership teachers to discuss and formulate guidelines that would ensure part-time teachers taking full part in the activities of the school. (This was done in November, 1969). School principals should be made aware of these sessions and encourage, or require, their part-time teachers to attend such meetings. Any released time required for this activity could

be well-compensated for by the part-time teacher's awareness of the problems and opportunities inherent in part-time employment.

4. HCCC and the school districts should make it very clear to the candidate what the contractual agreement will be if the candidate accepts the part-time job. The only dissent among the part-time or partnership teachers seemed to be in the area of contractual agreements.

5. The local, state and national teacher organizations should be encouraged to accept part-time teachers on a part-fee basis. Part-time teachers would be more likely to become involved in this phase of professional life if they did not feel penalized by having to pay full-time dues as part-time employees.

6. The Counseling Center should continue to inform school districts of candidates with unusual interests or qualifications. Changing patterns of school organization and new programs allow, even require, that unusual talents be identified and put to good use. For example, programs centered around drug problems, environmental studies, etc., may well be implemented by part-time people who have special talent, training and/or interests in these areas.

7. The Counseling Center should poll local school officials to ascertain what kinds of skills and abilities they need in their programs. There still is a shortage of teachers in some

areas, and there will continue to be a need for teachers who have special interests and abilities that coincide with the needs of individual school districts.

8. HCCC should be encouraged to continue in its present mode of operation. It is clear that most children find the two-teacher-classroom beneficial. These benefits should be made available to children who can profit by them.

Project APT is an important program and should be continued. Perhaps its focus should be changed from providing part-time and partnership teachers because of a teacher shortage to providing especially qualified part-time teachers at all levels who have special talents and abilities. HCCC has demonstrated that they can fill a need and can place well-qualified people in compatible situations.

APPENDIX A-1

PROJECT APT

Questions for Teacher-Partners

Dear Colleague:

Below are the questions that have been developed to help to describe Project APT. We have tried to keep the number of questions to a minimum.

The questions can be answered by circling the "yes" or "no" below each question or by checking the most appropriate answer in a series of answers.

If you feel that some of the answers need elaboration, please make note of the question and we can discuss it during our interview.

1. Which of the following best describes the manner in which you were placed in your present teaching assignment? (Check one)

____I was recommended by Hartford College Counseling Service.

____I was sought by a school administrator.

____I sought placement for a teaching assignment on my own initiative.

2. Which of the following best describes the reason for accepting a part-time teaching assignment? (Check one)

____I preferred a regular half-time teaching assignment rather than an irregular substitute teaching arrangement.

____There was a shortage of teachers and I wanted to put my professional preparation to use.

____I enjoy teaching but for some reason or other cannot accept a full-time assignment.

3. Which of the following best describes the nature of your original professional preparation? (Check one)

____Liberal arts major.

____Education major.

____Other___(please specify)

4. Which of the following best describes the pre-service instruction you received just prior to the beginning of your present teaching assignment. (Check more than one as necessary).

____Pre-service instruction was provided by Hartford College Counseling Service.

____Pre-service instruction was provided by the school district for all teachers.

____Pre-service instruction was provided for me by school administrative personnel.

____Pre-service instruction was provided by an elementary school supervisor.

____Pre-service instruction was not provided.

5. Which of the following best describes the in-service instruction you have received since the beginning of your present teaching assignment? (Check more than one as necessary)

____In-service instruction was provided by the school district for all teachers.

____In-service instruction was provided for me by the administrative personnel of my school.

____In-service instruction was provided for me by the elementary supervisor.

____In-service instruction has not been provided.

6. Which of the following best describes the level of your professional preparation? (Check one)

____Associate Degree.

____Bachelor's Degree.

____Master's Degree.

____Sixth Year Degree, Diploma, or Certificate.

7. Which of the following best describes the counseling you received just prior to beginning your present teaching assignment? (Check one)

____Received counseling from Hartford College Counseling Service.

____Received counseling from administrative personnel of your school.

____Received counseling from both of the above.

____Received no counseling.

8. Do you teach in the school district in which you live? (Circle one)

Yes No

9. Do you feel that you give more than half-time to your part-time teaching? (Circle one)

Yes No

10. Is your family in favor of your part-time teaching? (Circle one)

Yes No

11. Were you aware that there would be considerable out-of-class activities such as PTA meetings and curriculum planning meetings? (Circle one)

Yes No

12. Do you feel that you have adequate time for your teaching while you are also concerned with family or other out-of-school responsibilities? (Circle one)

Yes No

13. Do you feel that other members of the faculty at your school accept you as a professional person? (Circle one)

Yes No

14. Do you feel that you and your partner devote about the same amount of time to your job? (Circle one)

Yes No

15. Do you and your partner substitute for each other at times when either of you are not able to perform your teaching responsibilities? (Circle one)

Yes No

16. Do you feel that you were well placed in your present assignment in terms of: (Circle yes or no for each question)

Yes No Complementing the personality of your partner.

Yes No Proximity of your home to your school assignment.

Yes No Proximity to your teaching partner's home.

Yes No Complementing the skills interests, attitudes, and abilities of your partner.

Please indicate below the day and time that would be most convenient for you to be interviewed for the Project APT description. It appears that Thursdays and Fridays in February and early March would be best. Please consult with your partner as to the day that both of you would be available. Please indicate times as well.

		TIME
Thursday	February 5	_____
Friday	February 6	_____
Thursday	February 12	_____
Friday	February 20	_____
Thursday	March 5	_____
Friday	March 6	_____
Thursday	March 12	_____
Friday	March 13	_____

Thank you,

Donald W. Protheroe

APPENDIX A-2

Questions for Partners

Personal Interviews

1. In your view, what are the advantages of partnership teaching?

2. In your view, what are the disadvantages of partnership teaching?

3. What positive support does your partner give you in terms of working with children, preparing materials, dealing with parents, etc.

4. How well do you and your partner complement each other in skills, attitudes, knowledge and values?

5. Do you feel that you were hired because school officials could not find a full time teacher?

6. Do you feel that the school officials in your district see partnership teaching as an advantage to the school program?

7. How valuable were the training sessions of:

   a) Hartford College Counseling Service

   b) Your school district

8. Did it appear that Hartford College Counseling Service and your immediate supervisors in your school district had conferred about your individual needs and/or problems?

   Yes No

9. Which of the following best describes the contractual agreement that you have with your school district?

   a) continuing
   b) temporary
   c) terminal
   d) I don't know

10. Do you pay:

    a) teachers' retirement
    b) Social Security

11. Do you belong to NEA or AFT
    National, State, Local
    Chapters?

12. How much previous teaching experience have you had?

13. How long ago was your last teaching experience?

14. Have you substituted during the last five years?

15. A) Marital Status

    B) Number of Children

    C) Children for whom babysitting service is needed

    D) Person or agency who provides any babysitting services

APPENDIX B

PROJECT APT

Questions for Part-Time Teachers

Dear Colleague:

Below are the questions that have been developed to help to describe Project APT. We have tried to keep the number of questions to a minimum.

The questions can be answered by circling the "yes" or "no" below each question or by checking the most appropriate answer in a series of answers.

If you feel that some of the answers need elaboration, please feel free to add comments.

1. Which of the following best describes the manner in which you were placed in your present teaching assignment? (Check one)

____I was recommended by Hartford College Counseling Service.

____I was sought by a school administrator.

____I sought placement for a teaching assignment on my own initiative.

2. Which of the following best describes the reason for accepting a part-time teaching arrangement. (Check one)

____I preferred a regular half-time teaching assignment rather than an irregular substitute teaching arrangement.

____There was a shortage of teachers and I wanted to put my professional preparation to use.

____I enjoy teaching but for some reason or other cannot accept a full-time assignment.

3. Which of the following best describes the nature of your original professional preparation? (Check one)

____Liberal arts major.

____Education major.

____Other____(Please specify)

4. Which of the following best describes the pre-service instruction you received just prior to the beginning of your present teaching assignment. (Check more than one as necessary)

____Pre-service instruction was provided by Hartford College Counseling Service.

____Pre-service instruction was provided by the school district for all teachers.

____Pre-service instruction was provided for me by school administrative personnel.

____Pre-service instruction was provided by an elementary school supervisor.

____Pre-service instruction was not provided.

5. Which of the following best describes the in-service instruction you have received since the beginning of your present teaching assignment? (Check more than one as necessary)

____In-service instruction was provided by the school district for all teachers.

____In-service instruction was provided for me by the administrative personnel of my school.

____In-service instruction was provided for me by the elementary supervisor.

____In-service instruction has not been provided.

6. Which of the following best describes the level of your professional preparation? (Check one)

____Associate Degree.

____Bachelor's Degree.

____Master's Degree.

____Sixth Year Degree, Diploma, or Certificate

7. Which of the following best describes the counseling you received just prior to beginning your present teaching assignment? (Check one)

____Received counseling from Hartford College Counseling Service.

____Received counseling from administrative personnel of your school.

____Received counseling from both of the above.

____Received no counseling.

8. Do you teach in the school district in which you live? (Circle one)

Yes No

9. Do you feel that you give more than half-time to your part-time teaching? (Circle one)

Yes No

10. Is your family in favor of your part-time teaching? (Circle one)

Yes No

11. Were you aware that there would be considerable out-of-class activities such as P.T.A. meetings and curriculum planning meetings? (Circle one)

Yes No

12. Do you feel that you have adequate time for your teaching while you are also concerned with family or other out-of-school responsibilities? (Circle one)

Yes No

13. Do you feel that other members of the faculty at your school accept you as a professional person? (Circle one)

Yes No

14. Which of the following best describes the contractual agreement that you have with your school district. (Check one)

____continuing

____temporary

____terminal

____I don't know

APPENDIX C

PROJECT APT

Questions for Teacher Colleagues

1. What do you feel are the advantages of partnership teaching:

   a) to the teachers involved?

   b) to the students involved?

2. What do you feel are the disadvantages of partnership teaching:

   a) to the teachers involved?

   b) to the students involved?

3. How would you characterize the contribution of the partnership teachers in your school?

APPENDIX D

Partnership Teaching Study

Administrators of Partnership Teaching Programs

The evaluation team from the Educational Resources and Development Center would like your answers to the following questions:

A. General Arrangements

1. Did you supervise a partnership arrangement last year?

   Yes No

1.a This year? Yes No

2. Were you instrumental in the selection and placement of the partners?

   Yes No

3. Was the counseling service of Hartford College for Women instrumental in the selection and placement of the partners?

   Yes No

4. Did the counseling service provide partners with an adequate orientation into teaching?

   Yes No

5. Did the counseling service assist materially with the first days on the job?

   Yes No

B. Specific Concerns: (Extension of these remarks will be sought in the interview)

1. So far as pupil growth is concerned has partnership teaching been satisfactory?

   Yes No

2. Have the strengths of one teacher complemented those of another?

   Yes No

3. Have parental reactions been such that you would consider dropping the program another year?

Yes No

4. Do partners seem to resent the "overtime" which must of necessity go into their planning together?

Yes No

5. Do both partners show initiative in increased ability to "grow on the job", for example, taking advantage of local in-service opportunities?

Yes No

6. Do both partners demonstrate a love for and understanding of the children they teach?

Yes No

7. Do both partners exhibit enthusiasm and do they participate in the total school program as expected of full-time teachers?

Yes No

8. Do the partners participate in curriculum planning, P.T.A. activities and such?

Yes No

9. Does partnership teaching take more of your time in supervision, scheduling, etc.?

Yes No

10. Have partners been encouraged to get more teacher education relevant to the job.

Yes No

List briefly any dangers inherent in the continuation of such arrangements.

APPENDIX E

Partnership Teaching Study

Questions for Pupils of Teacher Partners

Dear Student:

As you know, you are in a different type of classroom this year. You have two teachers rather than one. Usually you have one teacher in the morning and another teacher in the afternoon. These two teachers are known as "teaching partners."

We are working on a study about teaching partners. We have some good ideas about this kind of arrangement. However, we need some information from you because you work with your teaching partners every day. You can help us by answering the questions below. You may answer each question with a (x).

1. Do you think you learn more with two teachers than with one?

   ___ Yes ___ No ___ I don't know

2. Do you think you are more interested in school this year than last year?

   ___ Yes ___ No

3. Do you think that both of your teachers work together in planning your lessons?

   ___ Yes ___ No ___ I don't know

4. Do you feel that you are lucky to have two teachers rather than one?

   ___ Yes ___ No

5. Do both of your teachers expect you to follow the classroom rules in the same way?

   ___ Yes ___ No

6. Would you rather be in another classroom with only one teacher?

   ___ Yes ___ No

Thank you!

APPENDIX F

QUESTIONS ASKED OF PARENTS AND SUMMARY OF RESPONSES

Question	Responses				
	Yes	No	About the Same	Don't Know	No Response
1. Do you think your child learns more with two teachers than with one?					
2. Do you think your child is more interested in school this year than last year?					
3. Does your child discuss school events and activities at home more this year than last year?					
4. Do you feel that your child is challenged to learn more this year than last year?					